

# WE TAKE CHARGE

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**UNEDITED VERSION**



**UPP** UNIVERSITY PUBLISHING PROJECTS

# 1

## WHAT'S WRONG?

**This unit is about problems that young people sometimes have and the advice they get.**

**It gives tips to help you manage your time better and have good relationships with the people around you.**

**In this unit you will:**

- talk about problems teenagers often have
- express your opinion and give advice
- review the Present Simple and Present Progressive
- skim a text to get the general idea
- read letters asking for and giving advice
- read a story and discuss characters and conflict
- listen to a counselor give a talk about teens and parents
- write commands and simple sentences

**At the end of this unit, you will be able to:**

- talk about what upsets you and about your daily life
- write a letter of advice, using the language from this unit
- compare and contrast two story characters
- create a scene from the story you read, film it and upload it to your class forum (digital task)



**A** The title of this unit is “What’s Wrong?”

Give examples of problems you or your friends sometimes have.

- Do you get angry or sad?
- Do you look for solutions?

**B** Read the poem “What Makes Me Want to Scream”, and answer the questions that follow.

## WHAT MAKES ME WANT TO SCREAM

by Emily Pinson  
(a student)

When Ashley tells Jodie and Jodie tells Sue,  
And as it turns out<sup>1</sup>, they’re talking about you,  
And none of it<sup>2</sup> is true,  
It makes me want to scream!

- 5 When my little sister does something bad,  
and I get blamed<sup>3</sup>, then I get mad –  
It makes me want to scream!

- When people are treated<sup>4</sup> differently because of race<sup>5</sup>  
on any day or in any place,  
10 It makes me want to scream!

One thing I know is true:  
Be nicer to people and they’ll be nicer to you,  
And that makes me want to smile.



1. What things make the girl want to scream?
2. In which lines does she talk about:
  - racism<sup>6</sup> • gossip<sup>7</sup> • family relationships<sup>8</sup>
3. What advice does the poem give? Do you think it’s good advice? Explain why or why not.
4. What makes YOU sometimes want to scream?

### Talk

#### about it!

**Find out what makes your partner scream.**

**Ask:** What makes you want to scream?

**Answer:** “When ..., it makes me want to scream.”

1. turns out מסתבר ש / יִתְּצַח אֵן

2. none of it אף לא דבר מזה / לא שׂיֵא מִן דָּלֵךְ

3. get blamed להיות מואשים / יוֹצֵחַ הַלּוּם עָלַי

4. are treated מתייחסים אליהם / יִעֲמָלוּן

5. race גזע / עֵרֶץ, עֲנַסְר

6. racism גזענות / עֵרְפִיָּה, עֲנַסְרִיָּה

7. gossip רכילות / גִּמְיָה

8. relationship מערכת יחסים / עֵלָאָה

## READING I Agony Letters

An agony letter is a letter in which someone writes about a problem and asks for advice. You can usually find agony letters in magazines and in Internet advice forums.

- Who usually writes agony letters?
- What problems do teenagers usually write about in agony letters?

**A** The words and expressions below appear in the agony letters you are going to read. Use the Glossary to make sure you know their meanings.

### New Words

advice (n)	chore	pretend	selfish	do (my) chores	in return
advise (v)	dramatic	privacy	share (v)	during the break	spy on someone (v)
afford	get up	refuse	(be) shocked	get home	wait up for
awful	lazy	relationship	suffocate	get insulted	why should I
behavior	lose	respect (v)	superficial	heart-to-heart	
break (n)	nosy	secret	upset (adj)		
breathe					



### Words you probably know

believe • conversation • during • go back to • have a good time  
have dinner • talk to each other • tidy (v) • vacation • while

**B** Find at least three words and expressions you can use for complaining about a problem.

**C** Match the words to their meanings.

- |             |                             |
|-------------|-----------------------------|
| 1. awful    | a. suggest what to do       |
| 2. behavior | b. act as if                |
| 3. pretend  | c. very bad                 |
| 4. shocked  | d. how a person does things |
| 5. advise   | e. surprised, in a bad way  |

**D** Choose the correct answers to show you understand the words in bold.

1. When you need **advice**, you need someone to tell / ask you what to do.
2. People **get insulted** when others include / don't include them in conversations.
3. **Nosy** people always want to know what happens in other people's lives / their own lives.
4. Being **upset** is a negative / positive feeling.
5. If you **refuse** to do something, you want / don't want to do it.
6. When you **share** a room with someone, it's / it isn't his room too.



**Complete the sentences with words and expressions from the list on page 9.**

1. Our family usually ... at 20:00.
2. I don't have time for a long ... . Please just send me a text message.
3. Sorry, I'm in the library now and I can't talk. I'll call you back ... the break.
4. We had a serious fight. We don't ... any more.
5. It's always nice to ... places where you had a good time.
6. Don't ... anything he says. He never tells the truth.

Workbook: pages 5-6

## Reading

**Three teenagers wrote agony letters on an Internet advice forum. Skim their letters on pages 10-11. What is each teenager's problem?**

**As you skim, find at least THREE of the new words and expressions in each letter.**

### Skimming

When you skim a text, you don't read every word – you go over the text quickly to get a general idea of what it is about.

**Now read the letters more carefully. They explain the problems in detail.**

## TeenHelp Forum



Anybody there?

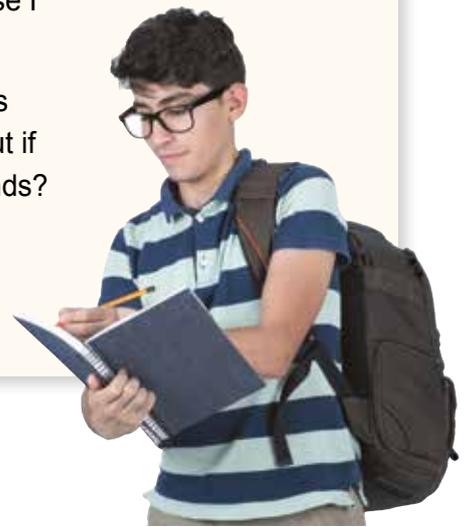
I'm really upset! I can never go back to class!

Josh, my best friend, said some really awful things to me yesterday. We were talking about class and homework. I told him that I was the only student in class who lets others copy his homework, and I don't feel good about it. I feel that my friends are using me. I think they only pretend to be my friends because they want to copy my homework. I always give and never get anything in return.

Josh told me that many of the kids in class think I am selfish because I sometimes don't want to share my homework with them.

I was shocked! Why should I share my homework with lazy students who don't want to work hard and only want to have a good time? But if I stop sharing my homework with them, will they stop being my friends? Please, advise me what to do.

**Hard-working Amir**



Hey there!

I want to tell you about my mother. She is so nosy – she has to know EVERYTHING about me, all the time! When I get back from school, she wants to know how my day was (as if anything dramatic ever happens). When I come home from a party, she waits up for me to tell her about  
 5 it. When I talk to a friend on the phone, she asks me what we talked about. Yesterday I even caught her standing behind me while I was talking online to a friend!

My sister just got married and left home. That made things worse for me. Now my mother has only me to spy on. You won't believe it, but she even gets insulted when I don't share my secrets with her! She says I hurt her feelings.

10 Do all mothers spy on their kids like that? Do they also have to know everything about their kids' lives? Why can't my mother respect my privacy? Can you explain her behavior to me?

Will it ever stop? What can I do to stop it? I really need your advice.

**Angry Yasmin**



Dear Whoever,

I am writing this letter because I am really upset. You are not going to believe it, but since<sup>1</sup> school started this year, I haven't even had one day of fun with my friends. We just meet at school and talk to each other during the breaks or chat a little online, but that isn't enough for a real  
 5 relationship, right? You know what online messages are like – short and superficial. Nothing "deep". I miss the heart-to-heart conversations we used to have during the summer vacation when we had lots of free time.

Here is a day in my life: I get back from school at about 14:30, have lunch and then do my chores – walking the dog, tidying my room, and setting the table for dinner. Then I start my  
 10 homework. When my parents get home from work, we have dinner together. Then I go back to my schoolwork.

Now it's almost the end of the semester and I'm up to my ears in work. There are so many tests and quizzes to study for! I can't breathe. It feels like I'm going to suffocate. I really need a break, but I  
 15 can't afford the time. If I don't work hard now, I'll never get into the class I want! But then again, I don't want to lose my friends either. HELP!

**Busy Moran**



1. since منذ / منذ

## Understanding the Text

Choose the correct answers.

### 1. **Hard-working Amir's letter**

- a. Amir is upset with his classmates because they (-).  
(i) never copy his homework      (ii) say he is selfish      (iii) refuse to help him
- b. Amir is afraid that he (-).  
(i) won't have friends      (ii) will be lazy      (iii) will get nothing in return

### 2. **Angry Yasmin's letter**

- a. Yasmin thinks that her mother doesn't respect her privacy. Give TWO examples from the text.  
b. What happens when Yasmin refuses to share her secrets with her mother?

### 3. **Busy Moran's letter**

- a. During the semester, Moran and her friends (-).  
(i) talk during the breaks      (ii) have heart-to-heart talks      (iii) have a lot of fun days
- b. Write TWO things Moran does every day.
- c. Complete the sentence.  
Moran can't take a break because ... .

4. TWO of the letters have something in common<sup>1</sup>. Which letters are these? What do they have in common?

## Your Take !

1. Do you have any of these problems in your life? Describe at least one.
2. How do you deal with<sup>2</sup> the problems?

### Talk

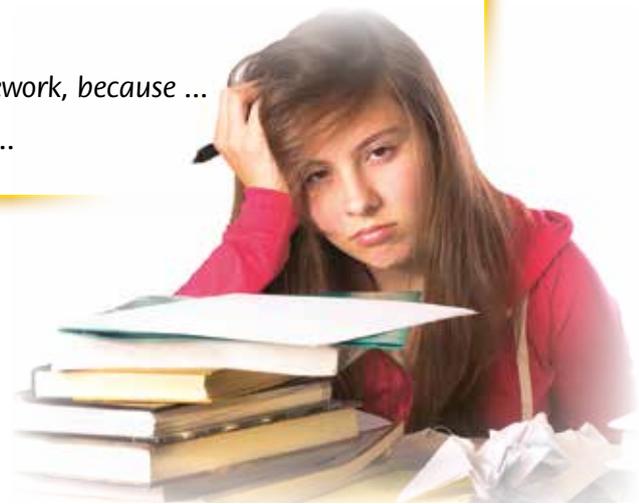
#### about it!

**Busy Moran complains about having so much homework that she can't spend time with her friends. Do you think schools should stop giving homework? In pairs, discuss the possible positive and negative results of such a step.**

**You can express your opinion this way:**

- I think it's (not) a good idea to stop giving homework, because ...
- In my opinion, homework is important because ...

1. in common    במשותף / מְשָׁרֵק    2. deal with    يتعامل مع، يتصرف مع    להתמודד עם





## VOCABULARY

### A Copy SEVEN words or expressions from this list that can have a negative meaning:

suffocate, refuse, believe, get insulted, heart-to-heart, superficial, go back to, awful, chore, respect, lazy, nosy, pretend, selfish, breathe

### B Choose the correct answers to show you understand the words in bold.

- When you are on **vacation**, you usually (-) working.
  - continue
  - stop
- You can't use your mobile phone **during** the lesson. (-).
  - Wait for the break
  - Wait for the teacher
- When you respect another person's **privacy** you (-) their secrets.
  - keep
  - tell
- When someone is **insulted**, he feels (-).
  - happy
  - hurt
- Don't **pretend** to be (-).
  - what you are not
  - what you are
- Lazy** people (-) to work.
  - like
  - don't like
- A **selfish** person cares only about (-).
  - himself
  - others
- Please, don't **wait up** for me. I'll be home late, so (-) to bed.
  - go
  - don't go
- Please, **tidy** your room. Look, your clothes are (-).
  - in the closet
  - all over the floor
- My parents want to **go back to** the (-) where they first met.
  - place
  - break

### C Complete the sentences with words and expressions from the lists on page 9.

- You can help a friend by giving her good ... .
- I don't want everybody to know everything about me. I want to protect my ... .
- We enjoyed ourselves. We ... .
- He has a lot of money. He can ... to buy anything he wants.
- When Meital hit a classmate, the teacher punished her for her bad ... .
- Don't get so ... about failing the exam. You can take it another time.
- I want to ... my ... with you, but you must promise never to tell it to anyone.
- Please don't ... on me. I don't like it when you follow me everywhere to see what I am doing.

**D** Complete at least **FIVE** of the sentences about yourself.

1. I get **lazy** when ... .
2. I **respect** people who ... .
3. I get **upset** when ... .
4. I sometimes **pretend** that I ... .
5. I **have a good time** when ... .
6. I **get insulted** when ... .
7. The household **chore** that I hate the most is ... .
8. **During** school **vacations** I usually ... .
9. I wish I could **afford** to ... .
10. My parents **wait up for** me when ... .

Workbook: pages 7-8 >

**Talk**

**about it!**

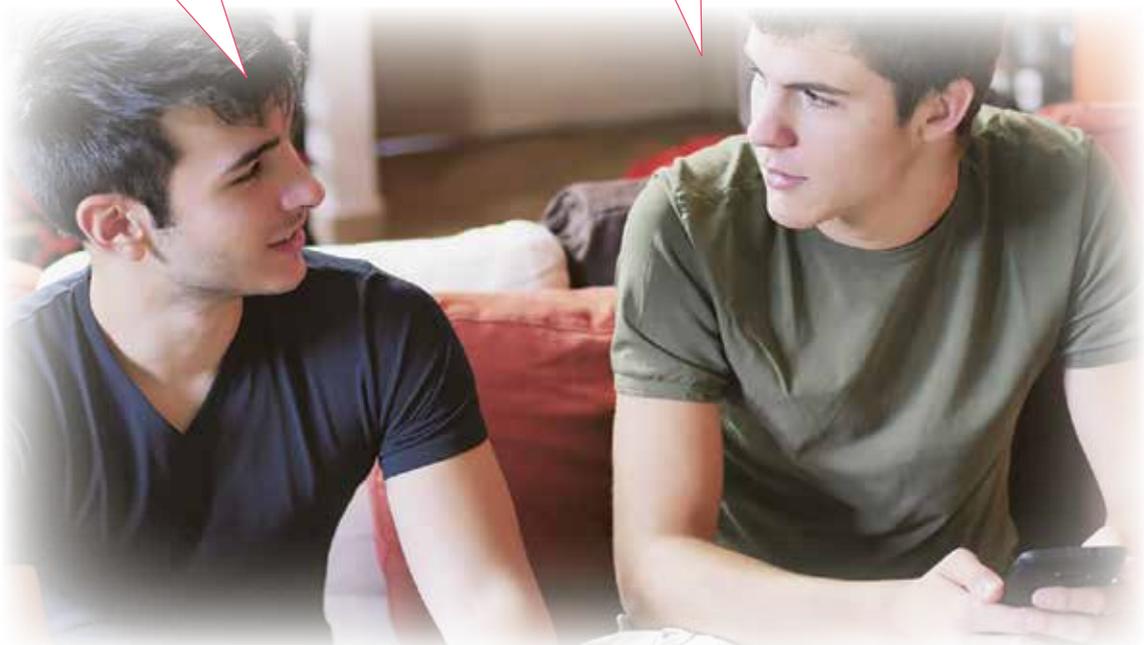
**Work in pairs.**

**What upsets you? Do you ever get upset with your parents, your brothers and sisters or your friends? Talk to your partner to find out if you get upset about the same things or not. Take turns asking and answering.**

**Use words and expressions from the word lists on page 9.**

When do you get upset?  
What upsets you about your ...?

I get upset when ... / It upsets me when ...  
I don't like it when ...



Workbook: pages 9-11: Review 1 >

### Get Advice

An answer to an agony letter is called an advice letter.

- What kind of people write such letters?
- Is the advice given in these letters always useful?

Do you have any advice for Amir, Yasmin or Moran? What would you say to them? Use these expressions to express your opinion: You should / shouldn't / You can / It's a good idea to.

**A** The words and expressions below appear in the advice letters you are going to read. Use the Glossary to make sure you know their meaning.

#### New Words

arrange	perfect	trust (v)	keep an eye on
dislike (v)	prove	worry (v)	keep up the good work
hard-working	put off		manage time
hurt (v)	task		short-term
			spend time with

#### Words you probably know

importance • in my opinion • look for • make mistakes • plan ahead

- B**
1. Find at least **TWO** words or expressions that have a positive meaning.
  2. Find at least **TWO** words or expressions that have a negative meaning.

**C** Choose the correct answer to show you understand the words in bold.

1. A **task** is something you have to do / don't have to do.
2. When we **spend time with** friends, we stay with them a while / stay away from them.
3. We **put off** things that we want to do now / don't want to do now.
4. When a teacher says, "**keep up the good work**", she is happy with us / unhappy with us.
5. When a task is on your **short-term** list, you have to do it right away / later.
6. You **keep an eye on** somebody when you trust / don't trust them.

**D** Complete the sentences using your own words.

1. In my opinion, students should ... .
2. When you make a mistake, try to ... .
3. When you read a text, look for ... .
4. If you plan ahead, you ... .
5. Everybody talks about the importance of ... .

## Reading

Read the answers to the agony letters and decide who each one is for — Amir, Yasmin or Moran.



1



### Doreen – Student, Australia

Learn to manage your time better. Plan your time ahead. Arrange tasks according to their importance and do the short-term tasks first. Don't put off tasks you dislike. That way you can do all the things you have to do, and also spend time with your friends and have fun.

2



### Mrs. M. – Mother, Canada

Your mother isn't spying on you. She wants to keep an eye on you, to know everything that happens to you because she loves you and wants your life to be perfect. She doesn't want you to make mistakes. Try to prove to her that she can trust you, but remember that she's a mother and mothers always worry.

3



### Mr. Kobayashi – Teacher, Japan

It's so good that you are such a good, hard-working student. Keep up the good work! I believe you are doing the right thing. You will see – your hard work will pay off<sup>1</sup>. I'm sure some of your friends feel the same as you do. They also work hard. Don't worry. They will stay friends with you!

4



### Adam – Psychologist, New York

In my opinion, the best way to solve your problem is to talk to her. Make her trust you. Sit together and explain to her how important your privacy is to you. Be careful not to hurt her feelings. She only wants the best for you because she loves you.

5



### Alexis – Greece

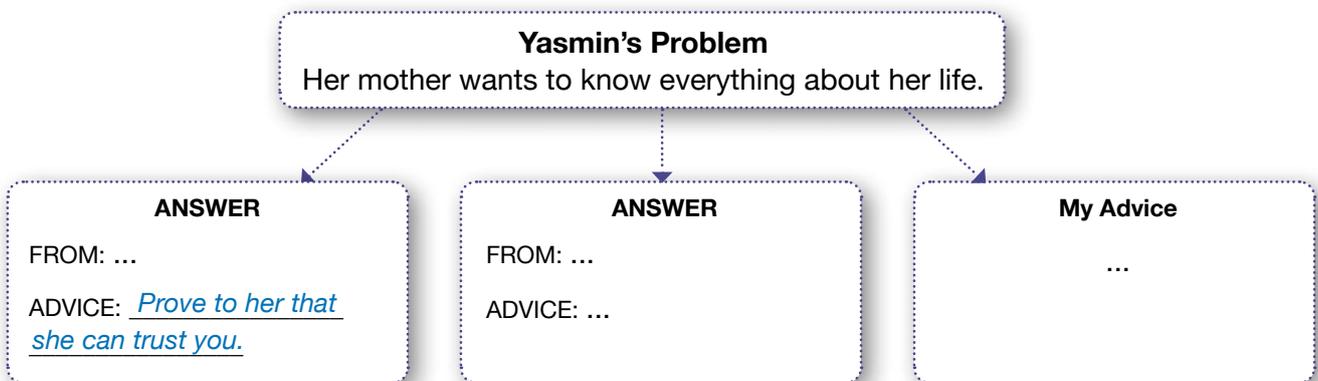
Spend less time watching TV if you want more time with your friends. I'm a good student and I still find time to be with my friends. Plan your time better and you'll have more free time.

1. pay off / يُؤتي ثماره / משתלם

## Understanding the Text

Answer the questions in your notebook.

- Complete the sentence.  
Doreen says that if Moran plans her time better, she will have time to ... .
- Today is Sunday. Help Moran plan ahead. Arrange the tasks on her list in order of importance. Explain your choice.
  - Prepare for a test on Tuesday.
  - Watch a movie with friends.
  - Exchange books at the library.
  - Help plan a surprise party for Dan on Friday.
  - Plan Saturday's picnic.
  - Do math homework for Wednesday.
- Mrs. M. is for / against Yasmin's mother.
  - Copy phrases that helped you answer question a.
- Yasmin's mother wants to keep an eye on her because she (-).
  - doesn't trust her
  - doesn't want her to go wrong
  - doesn't believe her
- Mr. Kobayashi wants to encourage Amir about the future. He says: ... .
- Adam believes that the best way to solve problems is to (-).
  - trust each other
  - hurt the other person's feelings
  - talk to each other
- Alexis believes that Moran should spend less time ... in order to have more time for ... .
- Fill in the graphic organizer on page 13 of the Workbook to show who gave Yasmin what advice. Copy one sentence from each letter and add some advice of your own.



Workbook: page 13 >

## Your Take !

- Do you agree or disagree with the advice these people gave? Explain your answer.
- Is their advice different to what you wanted to tell them? Explain.

**Talk**

**about it!**

**In pairs, find out your partner's opinion about getting advice.**

**Ask each other:**

*What's better – getting advice from a teen forum or from your parents?*

## A Choose the correct answer to show you understand the words in bold.

- When you **prove** that something is true, people (-).
  - will believe you
  - won't believe you
- When you **manage** your **time** well, you (-).
  - don't have time for anything
  - have time for everything
- When people **hurt** your **feelings**, you feel (-).
  - sad
  - happy
- When something is **perfect**, it (-).
  - can't be better
  - is OK
- When you **put** something **off**, you (-).
  - do it right away
  - do it later

## B How do you say these words and expressions in your language?

- look for
- put off
- in my opinion
- short-term
- manage time
- spend time with

## C Complete the sentences with words from A and B above.

- I like to ... with my little niece.
- Be careful with your words. You might ... someone's feelings.
- How can the police ... that this man is the thief?
- Try not to ... tasks that you can do today.
- I have ... plans, but I don't know what I will do later.

## D IDIOMS

*"She wants to keep an eye on you."*

This means she wants to watch you or to check what you do.

This expression is called an idiom.

The meaning of an idiom is different from the meaning of each separate word.

There are idioms in every language in the world.

Many idioms use images<sup>1</sup>. If you can see the image in your mind, you will remember the idiom.



English	Hebrew/Arabic	Meaning of Idiom
<i>I'm on cloud nine.</i>	אני ברקיע השביעי. / أنا في السماء السابعة.	<i>I'm very happy.</i>

### What do you think these idioms mean?

I lost my head.

I'm all ears.

I don't see eye to eye with you.

1. images תמונות / صور



## WRITING 1 Commands and requests

These sentences appear in the advice letters. They tell somebody what to do.

“**Don't worry.** They will stay friends with you!”

“**Be careful** not to hurt her feelings!”

“**Plan** your time better, and you'll have more free time.”

See below how we form commands and requests in English.

**Commands and requests start with a verb.**

- **Positive commands start with V1 (base form).**

*Go to sleep!*

*Be quiet!*

- **Negative commands start with Don't + V1 (base form).**

*Don't go into that room!*

*Don't make noise!*

- **Requests are more polite, so we use “please” with V1.**

*Please open your book.*

*Please don't sit here.*



**A** Here are some tips from an advice column. They are all command sentences. The words are not in the correct order. Arrange the words in the correct order.

1. friend / be / a / loyal  
*Be a loyal friend.*
2. about friends / gossip / don't
3. your friends / when / help / they / it / need
4. your friends' / secrets / keep
5. listen / when / they need you / to them
6. heart-to-heart / have / talks / with them
7. a place for me / please / save
8. make / don't / please / so much noise

**B** Imagine that you are at the beach with your little brother or sister. Complete the following commands.

1. Be careful ...
2. Don't go ...
3. Always tell ...
4. Don't throw ...

## A QUICK REVIEW

Look at these examples from the texts you read.

<p><b>Present Simple</b></p>	<p><b>We use it for:</b></p> <ul style="list-style-type: none"> <li>repeated actions</li> <li>habits</li> <li>laws of nature</li> <li>general truths</li> </ul>	<p><i>I never <b>get</b> anything in return.</i>  <i>I usually <b>get up</b> at 7 o'clock.</i>  <i>The sun <b>rises</b> in the east.</i>  <i>Children <b>need</b> love.</i></p>
<p><b>Present Progressive</b></p>	<p><b>We use it for:</b></p> <ul style="list-style-type: none"> <li>actions that are happening now</li> <li>temporary actions<sup>1</sup></li> <li>future actions that we are sure about</li> </ul>	<p><i>I <b>am writing</b> now because I'm upset.</i>  <i>This year he <b>is taking</b> guitar lessons.</i>  <i>Tonight we <b>are staying</b> home.</i></p>

## STATIVE VERBS

Stative verbs describe feelings, thoughts and senses. They take the form of the Present Simple tense, even though they describe something that is true now.

*Amir: "I feel that my friends are using me."*

*Adam: "She only wants the best for you because she loves you."*

## COMPARE LANGUAGES

- Read the pair of sentences below. What is the difference in meaning?
  - Our teacher writes questions on the board.
  - Our teacher is writing questions on the board.
- Translate the above sentences into your language. What do you notice?

## TYPICAL TIME EXPRESSIONS

In the **Present Simple** we use time expressions that tell us how often we do something.

*usually, sometimes, always, never, once a ..., on ... (e.g., Fridays)*

In the **Present Progressive** we use time expressions such as:

*now, right now, at the moment, this ... (e.g. year), tonight*

I walk my neighbor's dog twice a week.



It's Saturday. I'm not walking the dog today.



1. temporary actions פעולות זמניות / أنشطة مؤقتة

**Practice**

**A** Copy this table into your notebook and write the sentences in the correct columns.

Present Simple	Present Progressive	Stative Verbs

1. Amir does his homework as soon as he gets home.
2. Yasmin's mother wants to know everything about her.
3. Moran is writing a letter to the TeenHelp Forum.
4. Moran doesn't have time to meet her friends.
5. Amir's friends copy his homework.
6. Yasmin needs the Forum's advice.
7. Moran is studying for a test.

**B** Complete the sentences using the correct tense of the verbs in brackets.

1. In the evening, I ... to go out with friends. (like)
2. Right now I ... . (study)
3. Your phone ... Please answer it. (ring)
4. My parents always ... me to study and also have fun. (tell)
5. What ... you ... of school trips? (think)
6. ... you ... ghosts? (believe in)
7. Listen! Someone ... your name. (call)

Workbook: pages 18-24 >

**Talk**

**about it!**

**How busy are you? In pairs, ask and answer questions about your daily life. Use the following examples.**

**Questions:**

- What do you do in the afternoons / on weekends?
- When do you ...
- Where do you ...
- Who do you ...

**Answers:**

- I usually ...
- Sometimes I ...
- In the afternoon ...
- On weekends ...



Workbook: pages 25-26: Review 2 >



# LISTENING A Talk

Hanni works as a youth counselor<sup>1</sup> at a junior high school. You will hear her giving a talk to students. A talk is an informal speech.



**A** 1. Choose FIVE topics you think she will talk about.

- ecology
- respect
- how to save money
- getting support
- changes during your teens
- confusion
- conflicts
- summer jobs
- how to get better grades

2. Add ONE topic of your own.

**B** The words and expressions below appear in the interview you are going to hear. Use the Glossary to make sure you know their meaning.

### New Words

conflict (n)	disagreement	regret (n)	be there for someone
confuse	disturbing (adj)	regret (v)	care about
consistent	go through	role	keep your distance from someone
counselor	firm (adj)	talk back	no matter
directly	phase	youth	point of view
			solve problems
			take someone's place



### Words you probably know

against • agree with • be careful • behave • conversation • cute  
grow up • hurt • obey • pass (v) • respect (v) • stranger • worry (v)

**C** In the above lists, find FIVE words or expressions with a negative meaning.

**D** Find words or expressions from the list to match these definitions.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. stay far from someone              | 5. a fight / an argument         |
| 2. two different opinions             | 6. a period of time in your life |
| 3. feel sorry about something you did | 7. the way someone sees things   |
| 4. mix up                             | 8. a part you play               |

1. counselor / مستشارة / الاالات

**E** Complete the sentences with the correct expression.

\_\_\_\_\_

solve problems • sum up • understand each other • care about  
be there for (someone) • no matter

\_\_\_\_\_

1. Remember that your parents ... you.
2. You can always ask someone to help you ... .
3. I missed the last lesson. Can you ... it ... for me?
4. Don't worry. I'll always ... you.
5. We are good friends. We ... .
6. ... how hard I try, I never manage to finish tests on time.

**F**  Complete the sentences using your own words.

1. When I **behave** well, ... .
2. It **hurts** me when ... .
3. My parents **worry** when ... .
4. **Be careful** when ...!
5. In a **conversation**, people ... .

Workbook: page 27 >

## Listening

Listen to Hanni, the youth counselor, giving a talk at a junior high school.



Read the questions before you listen. This will help you focus on the important points.

**A** Answer these questions on page 28 in the Workbook.

1. Hanni gives advice to both a. ... and b. ... .
2. Hanni believes that her advice will (-).
  - a. solve all the problems between parents and teenagers
  - b. help parents and teenagers understand each other
  - c. help teens keep their distance from parents
3. Write ONE adjective that describes most children before they become teenagers.
4. People change during their teen years. Two examples of this change are that they (-).
  - a. behave well
  - b. ask questions
  - c. become cute
  - d. see things differently than before

5. Parents have to be (-) in the way they bring up their children.
  - a. confused
  - b. consistent
6. Teenagers think they (-).
  - a. are easy to deal with
  - b. behave well
  - c. know better than their parents
7. Hanni advises parents and teens to (-) when they have a conflict.
  - a. agree with each other
  - b. act normally
  - c. not hurt each other

- B**
1. Listen again and check your answers.
  2. Look at your answers in exercise A on page 22. Did Hanni talk about any of the topics you chose?

Workbook: page 28 >

## Your Take !

Discuss these questions. Have you or a friend ever talked to the counselor at your school? Did the counselor help you or your friend solve the problem?

**Talk**

**about it!**

**Do you think students should meet with the school counselor regularly<sup>1</sup> or only when they have a problem?**

**In pairs, take turns asking for an opinion and answering. Use the following sample questions and answers.**

Do you think it's a good idea to meet with the counselor regularly?

No, I don't. / Yes, I do.

Why?

In my opinion, they should / shouldn't meet ... because ...

**You may want to use the following points:**

- It's good to talk to someone who knows you well.
- It will help students feel safe at school.
- Students want to protect their privacy.
- They can solve problems on their own.

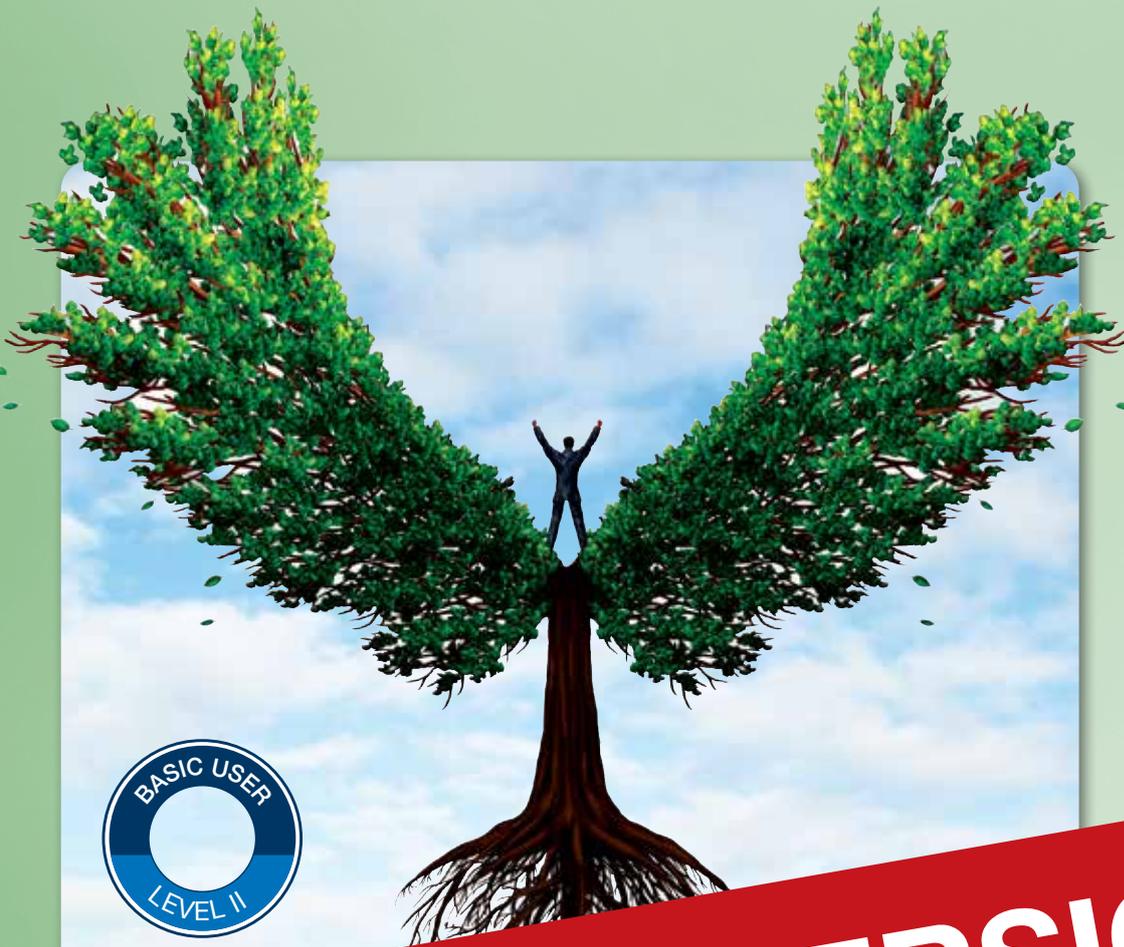


1. regularly באופן סדיר / بانتظام

# WE TAKE CHARGE WORKBOOK

Ronit Broder

Batia Elazar



**UNEDITED VERSION**



**UPP** UNIVERSITY  
PUBLISHING PROJECTS

# 1

# WHAT'S WRONG?



## READING I Agony Letters

After Student Book, page 10 >

### A Write the meaning of the following words.

1. *relationship*..... מערכת יחסים / علاقة
2. ....... טיו / סר
3. ....... לאבד / يفقد, يضيع
4. ....... פרטיות / خصوصية
5. ....... לכבד / يحترم
6. ....... אנוכי/אגואיסטי / أناني, مغرور
7. ....... לסרב / يرفض
8. ....... להעמיד פנים / يتظاهر بـ
9. ....... לנשום / يتنفس
10. ....... במשך / طوال, أثناء

### B Circle the correct meaning of the words. Use the Glossary to help you.

1. advice
  - a. עזרה / مساعدة
  - b. עצה / نصيحة
2. in return
  - a. בתמורה / مقابل
  - b. להעמיד פנים / يتظاهر بـ
3. suffocate
  - a. לסבול / يعاني
  - b. להיחנק / يختنق
4. behavior
  - a. עצה / نصيحة
  - b. התנהגות / سلوك, تصرف
5. respect
  - a. לכבד / يحترم
  - b. להכביד / يُثقل, يشكّل عبئاً
6. spy on someone
  - a. להרגיל / يعوّد على, يؤقلم
  - b. לרגל אחרי מישהו / يتجسس على أحد ما

7. nosy  
 a. חטטן / فضولي, محب للاستطلاع      b. רכּלן / نَمّام, ناشر للإشاعات
8. upset  
 a. מדוכדך / مكتئب, مُغْتَم      b. הפוך / معكوس
9. share  
 a. להצל / يلقي بظله      b. לחלוק / يشارك
10. superficial  
 a. שטחי / ظاهري, سطحي      b. מעולה / رائع, ممتاز

**C Match A and B to make sentences.**

- |                                       |  |
|---------------------------------------|--|
| 1. We can't <b>afford</b> a car now,  | a. to be more careful when you ride a scooter.   |
| 2. Please don't <b>wait up</b> for me | b. we all leave the classroom.                   |
| 3. <b>During the breaks</b> ,         | c. when we heard the surprising news.            |
| 4. I <b>advise</b> you                | d. but maybe we'll have enough money next year.  |
| 5. I'm so glad we had                 | e. <b>in return</b> , she helps me with English. |
| 6. I help her with math and,          | f. to be my friend.                              |
| 7. We were <b>shocked</b>             | g. when I come home at night.                    |
| 8. Don't <b>pretend</b>               | h. a <b>heart-to-heart</b> conversation.         |

**D Write THREE complete sentences from exercise C.**

.....

.....

.....

**E  Complete the sentences in your own words.**

- Did you **have a good time** at ..... ?
- We usually **have dinner** .....
- My parents and I **talk to each other** .....
- I like to listen to music **while** .....
- I hate to **tidy** my room because .....
- During the vacation**, I .....



**VOCABULARY**

After Student Book, page 14 >

**A** Circle the correct answer.

1. When someone cares only about himself, they say he is **selfish** / **upset**.
2. **Respect** / **Pretend** your parents. They always want what's best for you.
3. Don't tell anyone what I told you. It's a **conversation** / **secret**.
4. We want to help you. Say "yes". Don't **refuse** / **share** to accept our help.
5. It's very important to have good **respect** / **relationships** with your family and friends.
6. I want to have a **heart-to-heart** / **nosy** conversation with you. We must solve our problems by talking to each other.
7. Please **give back** / **wait up for me**. Don't go to sleep before I get home.
8. I like my **vacation** / **privacy**. I don't think everyone has to know everything about me.
9. Be yourself. Don't **refuse** / **pretend** to be someone else.
10. Don't be so **dramatic** / **nosy**! Just tell me what happened to you!
11. Something **awful** / **dramatic** happened to Sheila. Her little dog was run over by a bus. She is very sad.
12. We were **happy** / **upset** when we heard about the terrible accident.

**B** Use the words below to find the opposites of these words.

---

get up • refuse • awful • superficial • get home • lose • upset • lazy

---

1. find .....
  - .....
2. go to sleep .....
  - .....
3. very good .....
  - .....
4. happy .....
  - .....
5. agree .....
  - .....
6. hard-working .....
  - .....
7. deep .....
  - .....
8. leave the house .....
  - .....



**C Match the sentences to show the connection between them.**

- |  |  |
|--|--|
| 1. You should respect older people.                | ..... a. I need your advice.                   |
| 2. I don't know what to do;                        | ..... b. Be nice to them.                      |
| 3. Don't be so selfish.                            | ..... c. You don't want to lose it.            |
| 4. Please don't go to bed yet;                     | ..... d. Share the cake with your friends.     |
| 5. Keep your money in your purse.                  | ..... e. Wait up for me.                       |
| 6. I have a secret.                                | ..... f. They are kind to each other.          |
| 7. Dan is upset.                                   | ..... g. I'll tell it to you, but only to you. |
| 8. They have a good relationship.                  | ..... h. He failed the math test.              |
| 9. Don't be lazy.                                  | ..... i. They don't know what to do with him.  |
| 10. Their little boy refuses to go to sleep early. | ..... j. Finish all your homework.             |

**D Complete at least FIVE of the sentences about yourself.**

1. I sometimes **refuse** to *do my homework right after school* .....
2. My little brother / sister sometimes **pretends** to .....
3. I like to **share** .....
4. My parents **advised** me not to .....
5. I get **upset** when .....
6. I **respect** people who .....
7. I sometimes **get insulted** by .....
8. I was **shocked** when I .....
9. I sometimes have a **heart-to-heart** conversation with .....
10. I can't **afford** to .....



# REVIEW I

After Student Book, page 14 >

**A** Tick the words and expression you now know. Use the Glossary to look up the ones you are not sure about. Write them with their meanings in the blanks below.

New Words			
advice (n)	<input type="checkbox"/>	chore	<input type="checkbox"/>
advise (v)	<input type="checkbox"/>	dramatic	<input type="checkbox"/>
afford	<input type="checkbox"/>	get up	<input type="checkbox"/>
awful	<input type="checkbox"/>	lazy	<input type="checkbox"/>
behavior	<input type="checkbox"/>	lose	<input type="checkbox"/>
break (n)	<input type="checkbox"/>	nosy	<input type="checkbox"/>
breathe	<input type="checkbox"/>	pretend	<input type="checkbox"/>
		privacy	<input type="checkbox"/>
		refuse	<input type="checkbox"/>
		relationship	<input type="checkbox"/>
		respect (v)	<input type="checkbox"/>
		secret	<input type="checkbox"/>
		selfish	<input type="checkbox"/>
		share (v)	<input type="checkbox"/>
		(be) shocked	<input type="checkbox"/>
		suffocate	<input type="checkbox"/>
		superficial	<input type="checkbox"/>
		upset (adj)	<input type="checkbox"/>
Expressions			
do (my) chores	<input type="checkbox"/>	get insulted	<input type="checkbox"/>
during the breaks	<input type="checkbox"/>	heart-to-heart	<input type="checkbox"/>
get home	<input type="checkbox"/>	in return	<input type="checkbox"/>
		spy on someone (v)	<input type="checkbox"/>
		wait up for	<input type="checkbox"/>
		why should I ...	<input type="checkbox"/>

 **Words you probably know**

believe	<input type="checkbox"/>	go back to	<input type="checkbox"/>	tidy (v)	<input type="checkbox"/>
conversation	<input type="checkbox"/>	have a good time	<input type="checkbox"/>	vacation	<input type="checkbox"/>
during	<input type="checkbox"/>	have dinner	<input type="checkbox"/>	while	<input type="checkbox"/>
get home from	<input type="checkbox"/>	talk to each other	<input type="checkbox"/>	You won't believe it	<input type="checkbox"/>

.....

.....

.....

**B** Can you choose TWO words that can complete each sentence?

- Let's have a **heart-to-heart** talk / conversation / message.
- Grandfather gets / feels / does **insulted** when we don't talk to him.
- Don't **pretend** to be yourself / my friend / somebody else. I know who you are.
- They didn't get along well because of his good / bad / awful **behavior**.

- C** 1. In the New Words list you learned the noun *advice* and the verb *advise*. Can you complete the chart below with other nouns and verbs from the word list on page 9?

Nouns	Verbs
	behave
breath	
pretense	
refusal	
belief	
	converse

2. Can you choose **TWO** noun-verb pairs and write sentences with each noun and each verb – four sentences altogether?

.....

.....

.....

.....

- D** Can you translate the phrases in bold into your language?

Josh told me that many of the kids in class think I am selfish (1) **because I sometimes don't want to share** my homework with them.

I was shocked. (2) **Why should I share my homework?** with lazy students who don't want to work hard and only want (3) **to have a good time?**

But if I stop sharing my homework with them, will they stop being my friends?

Please, (4) **advise me what to do.**

Hard-working Amir

1. ....
2. ....
3. ....
4. ....

**E** Can you replace the words in bold with words from the bank that have similar meanings? You can use a word more than once.

\_\_\_\_\_

organizing • eat • begin • return

\_\_\_\_\_

Here is a day in my life: I (1) **get home** from school at about 14:30, (2) **have** lunch, turn on the TV and then do my chores – walking the dog, (3) **tidying** my room and setting the table for dinner. Then I (4) **start** my homework. When my mother gets home from work, we have dinner together.

1. .... 3. ....

2. .... 4. ....

**F** Complete the paragraph with any appropriate words.



# TeenHelp Forum

Anybody there?

I'm really (1) .....! I can never go back to class!

Josh, my (2) ..... friend, said some really (3) ..... things to me yesterday. We were talking (4) ..... class and homework. I told him that I was the (5) ..... student in class who lets others copy his homework, and I don't feel (6) ..... about it. I feel that my friends are using me. I (7) ..... they only pretend to be my friends because they want to (8) ..... my homework. I always give and (9) ..... get anything (10) ..... return.

## How am I doing?

Circle the words in bold that are true for you.

1. There are **too many** / **only a few** words that I don't remember yet.
2. I can complete **all** / **most** / **a bit** of a text using my own words.
3. I **would like** / **don't need** to talk about better ways to learn new words in English.



## READING 2 Advice Letters

After Student Book, page 15 >

### A Write the meaning of the following words.

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. <i>hard-working</i> ..... | חרוץ / مجتهد، يعمل بجد               |
| 2. ....                      | מושלם / مثالي، متكامل                |
| 3. ....                      | לבטוח ב / יثق بـ                     |
| 4. ....                      | לדאוג / يهتم، يقلق بشأن              |
| 5. ....                      | לפגוע / يؤذي، يضر                    |
| 6. ....                      | לפקוח עין על / يراقب، يُبقي عينه على |
| 7. ....                      | לבלות זמן עם / يُضي وقتاً مع         |
| 8. ....                      | לטווח קצר / على المدى القصير         |
| 9. ....                      | לדחות / يؤجل                         |
| 10. ....                     | לנהל את הזמן / ينظم الوقت            |

### B Write the words or expressions next to their meanings.

---

keep up the good work • dislike • put off • manage time • prove  
trust • keep an eye on • hard-working • worry

---

- |  |                          |
|--|--------------------------|
| 1. believe that someone is honest                    | ..... <i>trust</i> ..... |
| 2. watch someone and make sure he/she is safe        | .....                    |
| 3. continue what you do well                         | .....                    |
| 4. the opposite of "like"                            | .....                    |
| 5. think something bad happened or will happen       | .....                    |
| 6. the opposite of "lazy"                            | .....                    |
| 7. organize your time                                | .....                    |
| 8. show that something is true or correct            | .....                    |
| 9. decide that you will do something at a later time | .....                    |

**C** Circle **TWO** correct answers.

1. What can you **put off**?
  - a. a person
  - b. a lesson
  - c. doing homework
  - d. a feeling
2. I **spend time with**
  - a. homework
  - b. friends
  - c. family
  - d. games
3. I like to **arrange** my books by
  - a. subject
  - b. computer
  - c. color
  - d. work

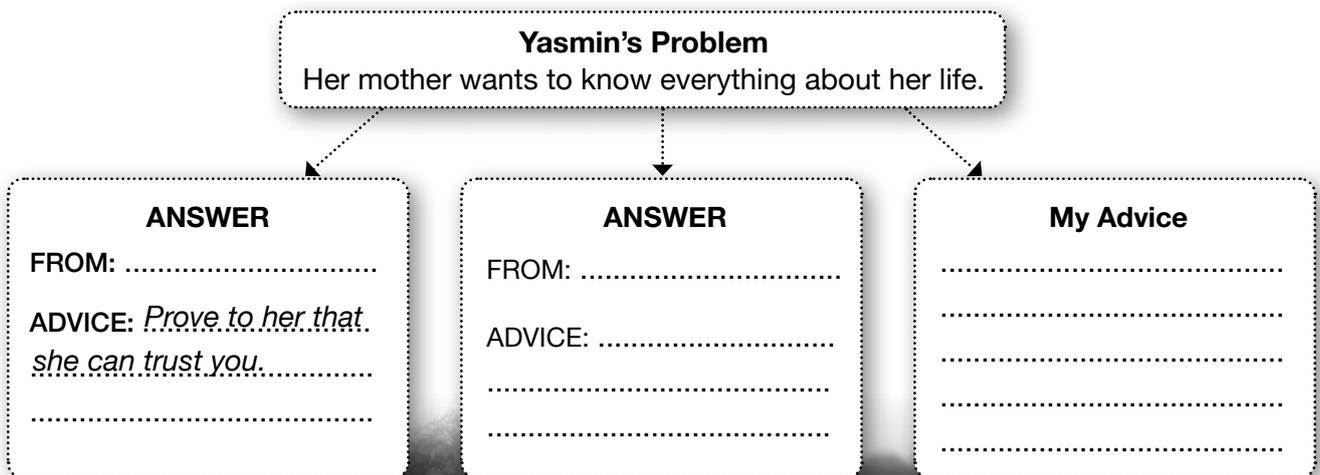
**D** Complete the sentences.

1. I always plan ..... . That's why I'm never in a panic before tests.
2. I hate to ..... mistakes, especially in math.
3. What are you looking .....? Did you lose something?
4. .... my opinion, it's important to know what's happening in the world.
5. Now, I finally understand the ..... of learning another language.

After Student Book, page 17 >

**Understanding the Text**

Complete the graphic organizer.





# VOCABULARY

After Student Book, page 18 >

## A Complete the sentences. Use the banks.

1. Doreen thinks Moran should ..... her ..... and plan ..... . She also thinks that it's not a good idea to .....

**put tasks off • ahead • manage time better**

2. Mrs. M. thinks that Yasmin's mother is just ....., and not really .....

**spying on her • worried about her**

3. Mr. Kobayashi thinks that Amir is ..... . He believes that Amir isn't going to ..... because of it.

**doing the right thing • lose his friends**

4. Adam says that it's a good idea for Yasmin and her mother to ....., but he warns her not to .....

**hurt her feelings • talk about things**

5. Alexis says not to ..... and to ..... . That way, Moran will still have time .....

**plan time better • for her friends • watch TV for too long**



**B Complete the sentences in your own words.**

1. Last week, I **made a mistake**. I .....
2. I often **worry** about .....
3. You can always **trust** .....
4. It's nice to **spend time with** .....
5. I **dislike** people who .....

**C Answer the questions about YOU.**

1. What kind of things **hurt** your feelings? .....
2. What do you **worry** about? .....
3. How can you make somebody **trust** you? .....
4. What kind of tasks do you **dislike** doing? .....

**D IDIOMS**

**Complete the sentences by writing the correct idiom. Use the bank below.**

I lost my head • I'm all ears • I don't see eye to eye with you  
 • keep an eye on • on cloud nine

1. I'm so happy about winning first prize! I'm .....
2. I'm listening carefully to your story now. ....!
3. I was so excited about going to the game that I forgot to thank you for the tickets. Sorry, .....
4. Shelly makes a lot of mistakes. You'd better ..... her.
5. I don't agree with you about changing the school uniform. ....  
 ..... on that.

**E Choose the correct answers to show you understand the idioms in bold.**

1. Parents have to **keep an eye on** their children when they are at the beach.  
 a. teach how to      b. watch carefully      c. listen to
2. He usually stays calm in meetings but this time he just **lost his head**.  
 a. became afraid      b. was surprised      c. got angry
3. I'm **all ears** – tell us what they had to say.  
 a. I'm checking      b. I'm listening      c. I'm thinking
4. My mother and I don't **see eye to eye** about my decision to stop playing the piano.  
 a. agree      b. argue      c. understand



# WRITING I Commands and requests

After Student Book, page 19 >

## A Write the commands. Use the bank below.

---

Tidy your room • Put on your warm coat • Be quiet • Wash your hands  
 Do your homework now • Please open the window • Sit down, everyone • Help me lift this

---

1. Before dinner, Mother often says to the children: ..... *Wash your hands* .....!
2. When there isn't enough air in the room, you say: .....
3. When you want someone to stop talking, you say: .....
4. When your room is a mess<sup>1</sup>, your mother says: .....
5. When you can't pick up a heavy box, you might say: .....
6. After the teacher enters the classroom, she says: .....
7. Your parents sometimes say to you: .....
8. Before you go out on a cold day, your mother might say: .....

## B Complete the commands. Use the verbs in the brackets.

1. (to a child who is afraid of the doctor)  
Don't .....
2. (to a bus driver who is driving too fast)  
Please don't .....
3. (to ask a friend to give you a bite of his sandwich)  
Please .....
4. (to someone who always forgets to take her keys)  
Don't .....
5. (to a parent who doesn't let you go out with friends)  
Please .....
6. (to someone who won't stop shouting)  
Please .....

1. a mess / فوضى / בלגן

**C** You are the teacher. Your class is going on a trip to the Negev. Give at least **FOUR** instructions to the pupils.

You may use these words: water, food, warm clothes for the night, obey the guide, be careful

For example: *Bring hats! Don't forget to bring a flashlight!*

.....

.....

.....

.....

**D** 1. Use the picture to help you write **THREE** commands/requests you might hear at home.

.....

.....

.....

.....



2. Use the picture to help you write **THREE** commands/requests you might hear from a policeman.

.....

.....

.....

.....





# LANGUAGE IN USE Present Simple, Present Progressive

After Student Book, page 21 >

## PRESENT SIMPLE

### A Circle the correct answer.

1. The lesson **start / starts** at eight o'clock.
2. **Do / Does** the students at that school wear uniforms?
3. The bell **ring / rings** at exactly 8 o'clock.
4. How many tests **do / does** you have in a semester?
5. Teachers **like / likes** hard-working students.
6. There **is / are** violence in some schools. We have to stop it!
7. Some pupils **use / uses** tablets at school.
8. We always **has / have** a good time during vacation.
9. Some teachers **don't / doesn't** give homework.
10. Why **don't / doesn't** the teacher let us use our phones in class?

### B Complete the sentences with the correct form of the verb in brackets.

1. People in different countries ..... different languages. (speak)
2. .... you ..... the phone numbers of all your friends? (remember)
3. How often ..... you ..... new clothes? (buy)
4. My best friend ..... any secrets from me. (not keep)
5. My little sister ..... with her dolls for hours. (play)
6. My grandmother ..... comedy shows on TV every evening. (watch)
7. I ..... it when people talk loudly in public places. (not like)
8. Who ..... your dog when you go away? (look after)
9. What time ..... you ..... from school on Fridays? (get home)
10. .... you ..... a good relationship with your parents? (have)



**C** Complete the questions, using these question words:

what • what kind of • who • how • how many • where • when • why

1. .... helps you with your homework?
2. .... do you have time for fun?
3. .... happens if the teacher is sick?
4. .... do you go on vacation abroad?
5. .... movies do you like?
6. .... do you feel now?
7. .... doesn't our school have a gym?
8. .... students do you have in your class?

**D** Karen and Eden meet at a Scouts camp in the North. Complete the dialogue. Use the bank below.

- |  |   |
|--|---|
| 1. Where do you live?                        | 6. Do you like going to Scouts <sup>2</sup> ? |
| 2. What about you?                           | 7. What do you do at Scouts camp?             |
| 3. What's your name?                         | 8. Do you have any special activities there?  |
| 4. How often do you volunteer <sup>1</sup> ? | 9. Do you volunteer, too?                     |
| 5. And where are you from?                   |   |

Karen: Hi, I'm Karen. (1) ..... *What's your name?* .....

Eden: Hi Karen, I'm Eden. (2) .....

Karen: I am from Dimona. (3) .....

Eden: I'm from Haifa.

Karen: (4) .....

Eden: Yes, I love going to Scouts. I always have fun there. (5) .....

Karen: Me too, but I am new to Scouts camp. (6) .....

1. volunteer מתנדב / متطوع

2. scouts צופים / طلائع, كشافة

Eden: You'll see. We build tents, cook our own food and do all kinds of other activities. But tell me about your activities in Dimona. (7) .....  
.....?

Karen: Yes, we do. We volunteer to help younger children with their homework.

Eden: (8) .....

Karen: Usually once a week. (9) .....

Eden: Yes, we do that, too. I visit old people at their homes. I talk to them, read the newspaper to them and help them with whatever they need.

Karen: That's wonderful. Well, I'm so glad I met you.

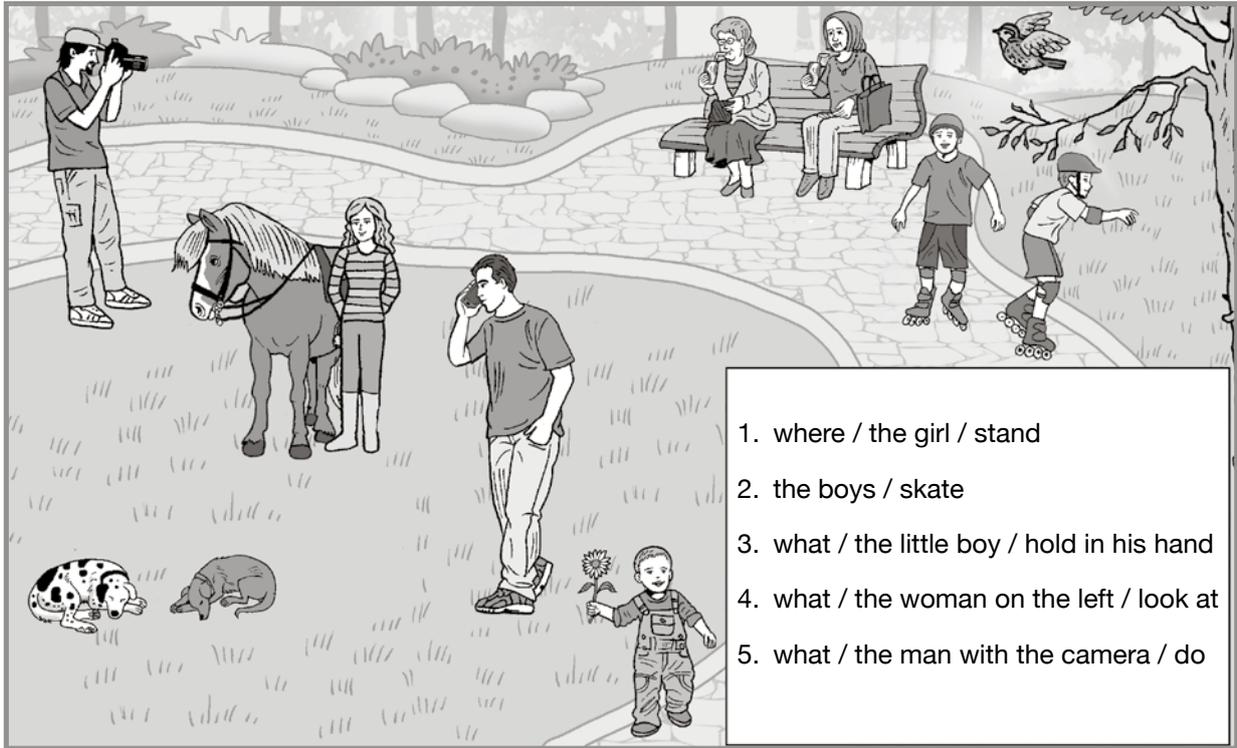


## PRESENT PROGRESSIVE

### A Complete with the correct form of the verb in brackets.

1. Listen, someone ..... (knock) at the door. Go see who ..... (stand) outside.
2. Today, we ..... (collect) money for sick children. We ..... (go) from door to door and ..... (ask) people to give money to help sick children.
3. It ..... (rain)! Take an umbrella! The wind ..... (blow) hard. Wear your warm coat so you won't catch a cold.
4. The students ..... (take) a test in geography at the moment. The teacher ..... (sit) at her table. She ..... (watch) them carefully.
5. We ..... (move) to a new apartment soon. That's why I ..... (pack) everything I own in boxes. I didn't know I had so many things!
6. Look at that man! I think he ..... (spy) on us! He ..... (follow) us everywhere. Let's go into a store and see what he does.
7. The children ..... (make) a lot of noise. Please shut the door. I ..... (try) to study.

**B** Look at the picture. Use the clues in the box to write FIVE Yes/No and Wh questions about what is happening.



- 1. where / the girl / stand
- 2. the boys / skate
- 3. what / the little boy / hold in his hand
- 4. what / the woman on the left / look at
- 5. what / the man with the camera / do

.....

.....

.....

.....

.....

**C** Answer the questions about YOU.

- 1. What are you doing at the moment?  
.....
- 2. What is the teacher doing at the moment?  
.....
- 3. How much time is it taking you to finish this exercise?  
.....
- 4. What do you think is happening in the class next to you?  
.....

## MIXED PRACTICE

### Present Simple and Present Progressive

#### A Circle the correct verbs in each paragraph.

1. Shira usually **feels / is feeling** upset when she **have / has** a test. Amazingly, this week, she **behaves / is behaving** quite calmly, although she **studies for / is studying** for three tests.

2. Young children **is / are** naturally curious. Look at my two-year-old son over there. He **plays / is playing** with my smartphone. You can see that he **enjoys / is enjoying** himself. He **gets / is getting** excited every time he **presses / is pressing** a button and **hears / is hearing** a sound. Look, he **smiles / is smiling** to himself again.

3. It **is / are** a stormy day today. The wind **blows / is blowing** and it **rains / is raining**. I **think / am thinking** the best thing to do **is / are** to stay home and watch a good movie on TV.

4. **Don't / Doesn't** put things off. A person who **tries / is trying** hard and **don't / doesn't** put off doing things usually **is managing / manages** well. **Do / Does** you understand what I **say / am saying**? I **don't / doesn't** think you do.

5. Why **do you watch / are you watching** TV again? You **spend / are spending** too much time in front of the TV today. I **think / am thinking** you should go out instead.

6. Every day we **make / are making** a lot of decisions. Right now, I **play / am playing** with the idea of getting a dog. However, I **don't / doesn't** know if it is a good idea. Dogs **is / are** good friends. They should be treated well, but I **don't believe / am not believing** I have time to look after a dog now because I **prepare / am preparing** for exams and after that I **am going / go** to Eilat.



**B** Complete the sentences with the correct form of the Stative Verbs in brackets.

1. This schoolbag ..... (belong) to me.
2. I ..... (not understand) what the teacher ..... (want) us to do. .... you?
3. How ..... you ..... (like) my cake? ..... it ..... (taste) good?
4. The new song ..... (sound) just like the old one.
5. What ..... this word ..... (mean)?

**C** Complete the sentences on your own with as many words as you need.

1. I usually leave the house at 7:30, but today ..... earlier, because our class ..... on a trip to the Negev.
2. Mrs. Green is an English teacher. She usually works at Yarden Junior High School. But this year she isn't ..... She ..... at another school.
3. The kids are playing quietly now. That's unusual. They usually .....
4. My dog always barks when someone rings the doorbell. Someone ..... now, but the dog isn't ..... I wonder why.
5. We generally have salad for supper, but this evening .....
6. Look at that airplane! It's flying right over our building. Airplanes sometimes ..... on their way to the airport.

**D** Your favorite singer / actor / football player / basketball player is coming to your school today. Ask him / her five questions. You may use these verbs / words.

like • have • practice • dislike • want • plan • live  
 travel • do • need • manage time

For example: *Where do you practice?*

.....

.....

.....

.....

.....

.....



**E** Write THREE sentences about things you often do with your friends.

*I often* .....

.....

.....

**F** Write THREE sentences about what's happening around you right now.

*Right now* .....

.....

.....

**G** Write THREE sentences about new things you are doing or studying this year.

*This year* .....

.....

.....



## REVIEW 2

After Student Book, page 21 >

**A** Tick the words and expression you now know. Use the Glossary to look up the ones you are not sure about. Write them with their meanings in the blanks below.

New Words			
arrange	<input type="checkbox"/>	put off	<input type="checkbox"/>
dislike (v)	<input type="checkbox"/>	task	<input type="checkbox"/>
hurt (v)	<input type="checkbox"/>	trust (v)	<input type="checkbox"/>
perfect	<input type="checkbox"/>	worry (v)	<input type="checkbox"/>
prove	<input type="checkbox"/>		
		hard-working	<input type="checkbox"/>
		keep an eye on	<input type="checkbox"/>
		keep up the good work	<input type="checkbox"/>
		manage time	<input type="checkbox"/>
		short-term	<input type="checkbox"/>
		spend time with	<input type="checkbox"/>

Words you probably know		
importance	<input type="checkbox"/>	look for
in my opinion	<input type="checkbox"/>	make mistakes
		plan ahead

.....

.....

.....

**B** Can you translate the phrases in bold into your language?

Learn to (1) **manage your time better**. (2) **Plan your time ahead**. (3) **Arrange tasks according to their importance** and (4) **do the short-term tasks** first. (5) **Don't put off tasks you dislike**. That way you can do all the things you have to do, and also (6) **spend time with your friends** and have fun.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....



**C** Can you write at least **FOUR** sentences about you or your friends, using **Present Simple** and **Present Progressive** in **positive** and **negative** sentences?

.....

.....

.....

.....

.....

**D** Write **FIVE** positive or negative commands / requests using the following words:

worry (v) • put off • look for • keep an eye on • arrange



.....

.....

.....

.....

.....

.....

.....

.....

### How am I doing?

Circle the words in bold that are true for you.

1. There are **too many** / **only a few** words that I don't remember yet.
2. I know when to use Present Simple and Present Progressive **all** / **most** of the time.
3. I can **always** / **usually** write positive and negative commands and requests properly.
4. I **would like** / **don't need** to talk about better ways to learn new words in English.
5. I **would like** / **don't need** to understand more about using Present Simple and Present Progressive.
6. I **would like** / **don't need** to understand more about how to express commands and requests.



# LISTENING A Talk

After Student Book, page 23 >

## A Write these words and expressions in your language.

1. keep your distance from .....
2. phase .....
3. solve problems .....
4. disagreement .....
5. consistent .....
6. be there for someone .....
7. counselor .....
8. go through .....
9. conflict (n) .....
10. confuse .....
11. care about .....
12. no matter .....

## B Match the words / expressions to their meanings.

- |                |       |              |
|----------------|-------|--------------|
| 1. argument    | ..... | a. adviser   |
| 2. to be sorry | ..... | b. confuse   |
| 3. straight    | ..... | c. to regret |
| 4. counselor   | ..... | d. conflict  |
| 5. firm        | ..... | e. directly  |
| 6. mix up      | ..... | f. unmoving  |

## C Are these sentences *true* or *false*?

**TRUE / FALSE**

1. A **conversation** is between two or more people. ....
2. A well trained dog never **obeys** its owner. ....
3. A complete **stranger** is someone you know well. ....
4. Students should show **respect** to their teachers. ....
5. If you **pass** a test, it means that you didn't succeed. ....
6. When you are **against** something, you disagree with it. ....

- A**
- Hanni gives advice to both a. .... and b. ....
  - Hanni believes that her advice will (-).
    - solve all the problems between parents and teenagers
    - help parents and teenagers understand each other
    - help teens keep their distance from parents
  - Write ONE adjective that describes most children before they become teenagers.  
.....
  - People change during their teen years. Two examples of this change are that they (-).
    - behave well
    - ask questions
    - become cute
    - see things differently than before
  - Circle the correct answer.  
Parents have to be (-) in the way they bring up their children.
    - confused
    - consistent
  - Teenagers think they are easy to (-) than their parents.
    - deal with
    - behave well
    - know better
  - Hanni advises parents and teens (-) when they have a conflict.
    - to agree with each other
    - to act normally
    - not hurt each other

**B Here is part of the text you listened to. Read it and answer the questions that follow.**

So what is your role as parents? Most important – just be there for your child. Be loving and firm and consistent, as you have always been. Don't change just because your children have changed, because that will only confuse them more. Try to remember your own days as a teenager, but be careful – you must understand that the world has changed since then. Your teenager's world is different from the world you knew as a teenager.



- The counselor tells parents NOT to change. What reason does she give?  
.....
- What does the counselor tell parents to remember?  
.....
- "... Your teenager's world is different from the world you knew as a teenager."  
Give one example of something that is different from the time your parents were teenagers.  
.....



# VOCABULARY

After Student Book, page 24 >

**A** Complete the sentences, using words and expressions from this list.

---

youth • grow up • role • phase • directly • talk back • no matter • pass

---

1. He is a famous actor. He always plays the ..... of the “good guy”.
2. I look terrible in that sweater. I won't wear it, ..... what you say.
3. You are too young to ride a motorbike. I'll let you ride one when you  
..... .
4. Don't behave like that. You shouldn't ..... to your parents.
5. He doesn't work with old people. He works with ..... .
6. Why aren't you looking ..... at me? What are you afraid of?
7. Don't worry about your son. He is going through a difficult ....., but  
it will soon ..... .

**B** Complete the sentences to show you understand the words in bold.

1. To **be there for someone** is .....
2. When you **care about** people, you usually .....
3. It is advised to **keep your distance from someone** when .....
4. **No matter** how you feel about your friend, try .....
5. From **my point of view**, students should .....
6. One way to **solve a problem** is .....

**C** WORDS WITH MORE THAN ONE MEANING.

What does "pass" mean in each of these sentences? Choose from these meanings:  
go away / disappear, get good marks, walk or ride by.

1. I **passed** by your house yesterday but I didn't have time to visit you. ....
2. I **passed** the test! .....
3. The teenage phase doesn't go on forever. It will **pass**! .....

# WE TAKE CHARGE

## TEACHER'S GUIDE

Micaela Ziv



**UNEDITED VERSION**



**UPP** UNIVERSITY  
PUBLISHING PROJECTS

# 1

## WHAT'S WRONG?

**This unit deals with various problems that teenagers may encounter and the advice they get. It offers tips for good time management and for maintaining good relations with those around you. In other words – authentic topics of importance for your students. Point this out to them as you look at the unit objectives together.**

**In this unit students will:**

- talk about problems teenagers often have, expressing opinions and giving advice
- express opinions and give advice
- review Present Simple and Progressive
- skim a text to get the general idea
- read letters asking for and giving advice
- read a story and discuss characters and conflict
- listen to a counselor give a talk about teens and parents
- write commands and simple sentences

**At the end of the unit students will:**

- talk about what upsets them and about their daily lives
- write a letter of advice using language from this unit
- compare and contrast two story characters
- create and a scene from the story, film it and upload it (digital task)

**WARM UP** page 8

<b>WRITTEN RECEPTION</b>
Can read and understand creative texts.
• Can identify the overall theme of a poem, if guided by questions or prompts
<b>SPOKEN INTERACTION</b>
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
• Can exchange opinions, agree and disagree with others, and compare things and people
<b>COMMUNICATIVE COMPETENCES</b>
<b>Phonological control</b>
• Pronunciation is generally intelligible and mispronunciation of certain phonemes does not necessarily hinder intelligibility
<b>Sociolinguistic</b>
• Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes
<b>Spoken fluency</b>
• Can construct utterances and retrieve formulaic language with sufficient ease to handle short exchanges, possibly with some hesitation and false starts

These ‘warm up’ activities get the students into the theme of **Unit 1: What's Wrong?**

**A** Have students give examples of problems teenagers face. You can list them on the board and conduct a survey to find out how many of the students have the same or similar problems.

**B** The poem leads the students further into the theme of the unit. Read the poem aloud while students follow silently. Draw their attention to the glossed words and then have them read the poem on their own at least twice. Elicit oral answers to the various questions, which also include the expression of personal opinions.

**Answers:**

1. When her friends talk/gossip about her, when she is blamed for something her sister did, and when people are treated differently because of their race.
2. racism – lines 8-10; gossip – lines 1-4; family relationships – lines 5-7
3. The advice is “be nicer to people and they will be nicer to you.” Accept a variety of personal opinions about this advice.
4. To further personalize the poem for the students, elicit what upsets them enough to make them want to scream. Answers may vary from the reasons mentioned in the poem to other things, such as having a fight with a friend, worrying about exams, etc.

## **Talk about it** page 8

Students can now work in pairs to strengthen their conversational oral skills. As they do this, walk around to make sure they are talking in English and using the suggested structures.

## **READING I Agony Letters** pages 9-12

<b>WRITTEN RECEPTION</b>
Can understand texts on familiar matters of a concrete type which consist of BANDS I and II vocabulary
<ul style="list-style-type: none"><li>• Can understand texts describing people, places, everyday life, and culture</li><li>• Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects</li></ul>
<b>COMMUNICATIVE COMPETENCES</b>
<b>Linguistic</b>
<ul style="list-style-type: none"><li>• Has receptive and productive knowledge of the target lexical items in BANDS I and II</li></ul>
<b>Pragmatic</b>
<ul style="list-style-type: none"><li>• Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation</li></ul>
<b>SPOKEN INTERACTION</b>
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
<ul style="list-style-type: none"><li>• Can exchange opinions, agree and disagree with others, and compare things and people</li></ul>
<b>COMMUNICATIVE COMPETENCES</b>
<b>Phonological control</b>
<ul style="list-style-type: none"><li>• Pronunciation is generally intelligible and mispronunciation of certain phonemes does not necessarily hinder intelligibility</li></ul>
<b>Sociolinguistic</b>
<ul style="list-style-type: none"><li>• Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes</li></ul>
<b>Spoken fluency</b>
<ul style="list-style-type: none"><li>• Can construct utterances and retrieve formulaic language with sufficient ease to handle short exchanges, possibly with some hesitation and false starts</li></ul>

Read out the explanation of what an agony letter is and then ask the questions and elicit a variety of answers. If the students don't mention it, point out that people of any age can write an agony letter, not just teenagers.

As emphasized before, the new syllabus brings vocabulary to the forefront of English language teaching. Vocabulary has to be taught and recycled systematically in order to provide students with a solid foundation for high school. It is essential that students actually "take charge" of their vocabulary learning both in class and at home and devise various ways to practice and review the new words.

Some suggestions for doing this are given on pages 8 of this Teacher's Guide. Point out that not every technique suits every student, and they must find what works best for them. It is a good idea to let students share with the class their best practices for memorizing vocabulary so that other students can try them out.

A message that is no less important is that in addition to the meaning of the word, they must learn how to use it in context. For example, in the list of words on page 9, you might point out that, unlike Hebrew and Arabic, *advice* is a non-count noun and that *עצה נصيحة* is best translated as a piece of advice, or that the verb to afford can be used in regard to both money and time.

Note that in the pre-reading vocabulary practice sections throughout the book, the last activity focuses on recycled words as indicated by the 'recycling' icon.

**A** In order to make the glossary work less time consuming, one option to be used from time to time is to have different groups of students look up a different column of words and then share with the rest of the class. Be sure to give them time to write the words and their meanings in a paper or digital vocabulary notebook. Draw students' attention to the fact that the noun *advice* is written with 'c' pronounced with a soft /s/ sound, while the verb *advise* is written with 's' pronounced as a /z/ sound. If you have French-speakers in your class, also make sure they are clear about the meaning of the verb *pretend*, since it is **not** a cognate of the French verb *prétendre* (= to claim).

In the "Words you probably know", point out that *during* is followed by a noun (e.g., during the party – במהלך/בזמן המסיבה - خلال, أثناء الحفلة) as opposed to *while*, which is followed by a verb (e.g., while you are here, you can help me make a shopping list – בזמן שאתה כאן أثناء وجودك هنا).

**B** Any three of: awful, lazy, nosy, upset, get insulted, why should I ... (accept other justified choices).

**C** 1-c 2-d 3-b 4-e 5-a

**D** 1-tell 2-don't include 3-other people's lives 4-negative 5-don't want 6-it's

**E** 1-has dinner 2-heart-to-heart 3-during 4-talk to each other 5-go back to 6-believe

There is further work on the vocabulary in the workbook on page 5. Some exercises can be completed in class, while others should be done at home in order to space out the encounters with the new items. To help students who work more slowly, activities done in class, especially those with a large number of discrete items, can be done in pairs, where each student covers half the items and then shares with a partner. While correcting these exercises is important, it can be tedious, so use various ways to do so, such as screening the answers and having students self-check and report by show of hands how many items they answered correctly. Alternatively have students work in pairs to check their work and then ask questions if there is disagreement, or have stronger students help you check the work of the weaker ones.



### WORKBOOK pages 5-6

**A** 1-relationship 2-secret 3-lose 4-privacy 5-respect 6-selfish 7-refuse 8-pretend  
9-breathe 10-during

**B** 1-b 2-a 3-b 4-b 5-a 6-b 7-a 8-a 9-b 10-a

**C** 1-d 2-g 3-b 4-a 5-h 6-e 7-c 8-f

**D** Accept any three correct sentences.

**E** Accept sentence completions that show understanding of the words in bold.

## **Reading** pages 10-11

Read the tip and explain the importance of this reading strategy to the students as a way of getting a general idea of what a text is about. Elicit from the students that Tom doesn't like it that his friends copy his homework, Dana has a nosy mother and Moran has no free time. Also ask which new words students found in each letter.

As with any reading text, depending on the level of the class you can deal with it in a number of ways. For example:

- Read the first letter aloud or play its narration from the website (<https://upp.co.il>) and then ask guiding questions to elicit basic understanding of the content such as: why is Tom upset? What does Josh tell him? Then move on to the next letter and do the same.
- Turn the reading into a jigsaw activity where students work in groups of six, with two students reading one text and then explaining its contents to the other four members of the group.

## **Understanding the text** page 12

1. a- (ii) b- (i)
2. a. *Any two of:* Her mother wants to know how her day at school was. / Her mother waits up for her when she comes home from a party. / Her mother wants to know what she and her friends talk about.  
b. Her mother gets insulted.
3. a. (i)  
b. *Any two of:* She gets home from school at 14:30. / She has lunch. / She does homework. / She has dinner with her parents.  
c. ... she doesn't have time.
4. Tom and Moran's letters are both about school / about relationships with other students.

## **Your Take** page 12

Students are always asked for a personal response to what they are read or heard. This is to let them know that they should read not just to answer given questions, but to think about and react to what they read and that their opinion has value. Accept individual responses to these questions. Students can write them down and then share with the class or discuss their thoughts with a partner and then share with the class. These options can be varied throughout the units. Accept individual responses to these questions. Students can write them down and then share with the class or discuss their thoughts with a partner and then share with the class. These options can be varied throughout the units.

## **Talk about it** page 12

Before the students start conversing in pairs, read out the sentence starters with the students and draw their attention to the useful expressions for expressing opinions (*I think it's [not] a good idea to ... because; in my opinion*).

Point out that it is important to remember and practice phrases and not just words in order to become a confident speaker. As they talk, walk around to see that they are on task and making an effort to talk in English. One strategy to encourage this is to say they students can record their conversations on their phones and send it to you for informal feedback.

**VOCABULARY** pages 13-14

<b>COMMUNICATIVE COMPETENCES</b>
<b>Linguistic</b>
• Has receptive and productive knowledge of the target lexical items in BANDS I and II
<b>Pragmatic</b>
• Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation
<b>SPOKEN INTERACTION</b>
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
• Can exchange opinions, agree and disagree with others, and compare things and people
<b>COMMUNICATIVE COMPETENCES</b>
<b>Phonological control</b>
• Pronunciation is generally intelligible and mispronunciation of certain phonemes does not necessarily hinder intelligibility
<b>Sociolinguistic</b>
• Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes
<b>Spoken fluency</b>
• Can construct utterances and retrieve formulaic language with sufficient ease to handle short exchanges, possibly with some hesitation and false starts

Following every reading text there is further practice of the vocabulary in the book and in the workbook to help students consolidate their acquisition of new lexical items. However, you should remind them that they must still devote time at home – preferably 7-10 minutes a day to this important aspect of learning English and must discover which strategies help them do so most effectively.

To reinforce the message of the importance of vocabulary acquisition, take a few minutes at any suitable moment in the lesson and ask students to work with a partner on one of the activities suggested on page 8 of this guide.

**A** Any seven of: suffocate, refuse, get insulted, awful, chore, lazy, nosy, selfish

**B** 1-b 2-a 3-a 4-b 5-a 6-b 7-a 8-a 9-b 10-a

**C** 1- advice  
 2- privacy  
 3- had a good time  
 4- afford  
 5- behavior  
 6- upset  
 - share ... secret 8- spy

**D** Accept logical responses that show understanding of the words in bold.

Students sum up this reading section with further conversation in pairs, equipped with relevant vocabulary to express their ideas. As they talk, walk around the class to ensure they are on task and speaking in English and asking questions correctly. Students are now directed to further vocabulary practice in the workbook. While stronger students may not need to complete all these activities, they should always be asked to complete the productive activities such as ex. D on page 8.



### **WORKBOOK** *pages 7-8*

**A** 1- selfish 2- respect 3- secret 4- refuse 5- relationships 6- heart-to-heart  
7- wait up for me 8- privacy 9- pretend 10- dramatic 11- awful 12- upset

**B** 1- find-lose  
2- go to sleep – get up  
3- very good – awful  
4- happy – upset  
5- agree – refuse  
6- hard-working – lazy  
7- deep – superficial  
8- leave the house – get home

**C** 1-b 2-a 3-d 4-e 5-c 6-g 7-h 8-f 9-j 10-i

**D** Accept suitable responses that show understanding of the words in bold.

### **Talk about it** **page 14**

Students sum up this reading section with further conversation in pairs, equipped with relevant vocabulary to express their ideas. As they talk, walk around the class to ensure they are on task and speaking in English and asking questions correctly.

Before moving on, students can monitor their vocabulary acquisition with this first self-assessment review in the Workbook pages 9-11.

Review activities B-F in class so students can self-check quickly before they answer the How am I doing? questions, which you should relate to either in class or on an individual basis.

Remind them that these exercises are meant to help them develop their learning skills, and if there are too many words they do not yet recognize, they should talk to you about the time and methods they are using to develop their vocabulary to see how these might be improved.



### **WORKBOOK** *pages 9-11*

#### **REVIEW 1**

**A** Individual work.

**B** 1- talk, conversation  
2- gets, feels  
3- my friend, somebody else  
4- bad, awful

**C** 1.

NOUNS	VERBS
behavior	<i>behave</i>
<i>breath</i>	breathe
<i>pretense</i>	pretend
<i>refusal</i>	refuse
<i>belief</i>	belief
conversation	<i>converse</i>

Draw students' attention to the fact that the noun *breath* has a short vowel and a soft /th/ while the verb *breathe* has a long vowel and a hard /th/.

2. Accept logical sentences, such as:

My little sister behaved very well when the doctor examined her. Everyone was surprised by her good behavior.

**D**

1. כי לפעמים אני לא רוצה לחלוק / לאנני אحياناً لا أرغب بالمشاركة

2. למה שאחלוק את שיעורי הבית שלי / لِمَ أشارك وظائف المنزلية؟

3. לעשות כסף / قضاء وقت ممتع

4. תיעצו לי מה לעשות / انصحوني ماذا أفعل

**E** 1- return 2- eat 3- organizing 4- begin

**F** Possible answers include:

1- upset, hurt, sad

2- best, close

3- nasty, bad, horrible, hurtful, mean

4- about

5- only

6- good, happy, pleased

7- think, believe, feel

8- copy, use

9- don't, never

10- in

## READING 2 Advice Letters pages 15-17

<b>WRITTEN RECEPTION</b>
Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects
<ul style="list-style-type: none"><li>• Can locate specific information in lists and isolate the information required</li><li>• Can find specific information in practical, concrete, predictable texts</li></ul>
<b>COMMUNICATIVE COMPETENCES</b>
<b>Linguistic</b>
<ul style="list-style-type: none"><li>• Has receptive and productive knowledge of the target lexical items in BANDS I and II</li></ul>
<b>Pragmatic</b>
<ul style="list-style-type: none"><li>• Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation</li></ul>
<b>SPOKEN INTERACTION</b>
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
<ul style="list-style-type: none"><li>• Can exchange opinions, agree and disagree with others, and compare things and people</li></ul>

Have a student read out the explanation of what an ‘advice letter’ is and then elicit answers to the questions that follow. Accept a variety of responses.

Encourage students to advise Tom, Dana and Moran on how to solve their problems using the expressions of opinion given.

**A** As there are not too many new items here, let students share their prior knowledge with the class, giving students time to write down the meanings of items that are new to them. Then give them time to find the remaining meanings in the glossary, as needed.

**B** 1. Any two of: hard-working, perfect, trust, keep up the good work; plan ahead.  
2. Any two of: dislike, hurt, worry, make mistakes.

**C** 1- ... you have to do.  
2- ... we stay with them a while.  
3- ... don't want to do now.  
4- ... happy with us.  
5- ... right away.  
6- ... don't trust.

**D** Accept logical completions that show understanding of the words in bold.

The additional pre-reading vocabulary work on pages 12-13 in the Workbook may be done either in class or at home as a separate opportunity for exposure to the new words. Take every opportunity to remind students that they must work on memorizing vocabulary at home as well as in class in order to meet the curriculum targets.



**WORKBOOK** *pages 12-13***A** 1- *hard-working*

2- perfect

3- trust

4- worry

5- hurt

6- keep an eye on

7- spend time with

8- short-term

9- put off

10- manage time

**B** 1- *trust*6- *hard-working*

2- keep an eye on

7- manage time

3- keep up the good work

8- prove

4- dislike

9- put off

5- worry

**C** 1- b, c 2- b, c 3- a, c**D** 1- ahead 2- make 3- for 4- In 5-importance**Reading** **page 16**

Read out / have students read out / play the narration of the advice letters. Have students read the advice letters silently on their own and then work in pairs to match them to the correct agony letters.

**Answers:**

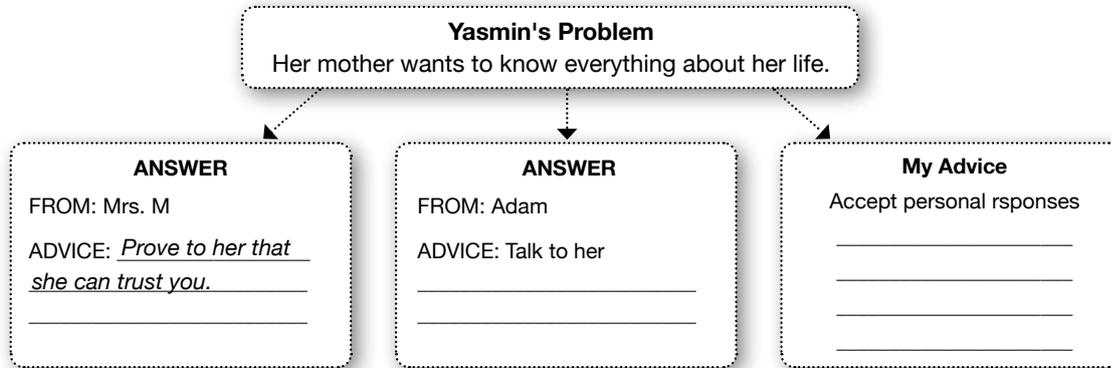
1. Doreen - Moran
2. Mrs. M.-Yasmin
3. Mr. Kobayashi - Amir
4. Adam - Yasmin
5. Alexis - Moran

**Understanding the text** **page 17**

\*Note that question 8 should be completed on page 13 of the workbook.

1. spend time with her friends and have fun.
2. A possible answer is: Prepare for a test on Tuesday. / Do math homework for Wednesday. / Help plan a surprise party for Dan on Friday. / Plan Saturday's picnic. / Exchange books at the library. / Watch a movie with friends. Accept various explanations for all choices.
3. a. for b. "... she loves you and wants your life to be perfect." / "She doesn't want you to make mistakes." / "... she's a mother and mothers always worry."

4. b
5. “You will see – your hard work will pay off.” / “They will stay friends with you.”
6. c
7. ... watching TV .... her friends.
- 8.



**Your Take** page 17

In question 1, students are asked to express agreement or disagreement with the advice given by the adults. Ask different students about different pieces of advice. In question 2, students are asked to compare what they read with the advice they wanted to give before the reading. Accept a variety of responses.

**Talk about it** page 17

Make sure each student practices asking the question in full to reinforce proper oral use of question word order in English.

**VOCABULARY** page 18

COMMUNICATIVE COMPETENCES
<b>Linguistic</b>
• Has receptive and productive knowledge of the target lexical items in BANDS I and II
<b>Pragmatic</b>
• Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation

**A** 1-a 2-b 3-a 4-a 5-b

**B**

- 1 - לחפש / يبحث
- 2 - לדחות (למועד מאחר יותר) / يؤجل
- 3 - לטווח קצר / مدى قصير
- 4 - לנהל את הזמן / ينظم الوقت
- 5 - לבלות זמן / يقضي وقتاً
- 6 - לבלות זמן / يقضي وقتاً

**C** 1- spend time with      2- hurt      3- prove      4- put off      5- short term

**D IDIOMS** page 16

Read the clarification of what an idiom is (as opposed to an expression) and elicit the meaning of the idioms given:

I lost my head – איבדתי את העשתונות – I'm all ears – כולי אוזן –

I don't see eye to eye with you – אני לא מסכים אתך –

The Workbook activities on pages 14-15 should be completed at home in order to allow all students to reinforce acquisition at their own pace.



**WORKBOOK** pages 14-15

**A** 1- manage time better, ahead, put tasks off

2- spying on her, worried about her,

3- doing the right thing, lose his friends

4- talk about things, hurt her feelings

5- watch TV for too long, plan time better, for her friends

**B** Accept suitable completions that show understanding of the words in bold.

**C** Accept personal responses that show understanding of the words in bold

**D** 1- on cloud nine

2- I'm all ears

3- I lost my head

4- keep an eye on

5- I don't see eye to eye with you

**COMMUNICATIVE COMPETENCES****Linguistic**

- Can use a variety of grammatical structures to fulfill communicative needs, demonstrating evolving accuracy

**Pragmatic**

- Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation

Read through the explanations and examples of how to write commands and requests in English. For most students this should be a reminder review rather than a first-time introduction. But either way it is an opportunity to practice the productive skill of writing correctly.

- A**
1. *Be a loyal friend.*
  2. Don't gossip about friends.
  3. Help your friends when they need it.
  4. Keep your friends' secrets.
  5. Listen to them when they need you.
  6. Have heart-to-heart talks with them.
  7. Please save a place for me.
  8. Please don't make so much noise.

- B** Accept logical and grammatically correct sentences.

As writing and commands is a reviewed rather than a newly introduced structure, and depending on the students' different levels, use your discretion as to how many and how much of the practice activities in the workbook they should complete.

**WORKBOOK pages 16-17**

- A**
- |                          |                            |
|--------------------------|----------------------------|
| 1- Wash your hands!      | 2- Please open the window. |
| 3- Be quiet!             | 4- Tidy your room!         |
| 5- Help me lift this!    | 6- Sit down, everyone!     |
| 7- Do your homework now! | 8- Put on your warm coat!  |
- B**
- 1- Don't be afraid!
  - 2- Please don't drive so fast!
  - 3- Please give me a bit of your sandwich!
  - 4- Don't forget to take your keys
  - 5- Please let me go out with my friends!
  - 6- (Please) stop shouting!
- C** Accept suitable and correctly written instructions.
- D** Accept correctly written commands / requests that match the pictures.

**LANGUAGE IN USE Present Simple, Present Progressive** pages 20-21

<b>COMMUNICATIVE COMPETENCES</b>
<b>Linguistic</b>
• Can use a variety of grammatical structures to fulfill communicative needs, demonstrating evolving accuracy
<b>COMMUNICATIVE COMPETENCES</b>
<b>Pragmatic</b>
• Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation
<b>SPOKEN INTERACTION</b>
Can interact with reasonable ease in structured situations, short social exchanges and conversations using vocabulary from BANDS I and II. Can generally understand clear, standard speech provided he/she can ask for repetition, reformulation or clarification from time to time
• Can communicate in simple and routine tasks using simple and/or formulaic phrases to ask for and provide information
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
• Can ask for and provide personal information • Can ask and answer questions about habits, routines, pastimes and past activities

Although students should be familiar with these tenses, it is very important to go over the rules and practice the use of these grammar forms again. Students may say they have already learned these structures. This may be true, but can they use them correctly?

Read through the various explanations and examples and discuss the questions comparing languages with them. In general, for Hebrew and Arabic speakers, elicit that we use the same verb forms to express both these aspects of the present and we differentiate between them via the time expressions used.

**Practice** page 21

<b>A</b>	<b>Present Simple</b>	<b>Present Progressive</b>	<b>Stative Verbs</b>
	Tom does his homework as soon as he get home.	Moran is writing a letter to the Teen-Help Forum	Dana's mother wants to know eveything about her.
	Moran doesn't have time to meet her friends.	Moran is studying for a test.	Dana needs the Forum's advice
	Tom's friends copy his homework.		

- B**
- 1- like
  - 2- am studying
  - 3- is ringing
  - 4- tell
  - 5- do ... think
  - 6- Do ... believe
  - 7- is calling

There is further systematic practice of these tenses the Workbook on pages 18-24. You can decide which of the exercises are to be done in class and which at home. Depending on the level of the students, you can also decide whether they need to complete all the exercises, or, for example, just focus on the ones involving mixed practice and guided or free production rather than recognition.



## **WORKBOOK** *pages 18-24*

### **Present Simple**

**A** 1- starts 2- Do 3- rings 4- do 5- like 6- is 7- use 8- have 9- don't 10- doesn't

**B** 1- speak 2- Do you remember 3- do you buy 4- does not/doesn't keep 5- plays  
6- watches 7- do not/don't like 8- looks after 9- do you get home 10- Do you have

**C** 1- Who 2- When 3- What 4- Where 5- What kind of 6- How 7- Why 8- How many

- D**
1. *What's your name?*
  2. *Where do you live?*
  3. *And where are you from?*
  4. *Do you like going to Scouts?*
  5. *What about you?*
  6. *What do you do at Scouts camp?*
  7. *Do you have any special activities there?*
  8. *How often do you volunteer?*
  9. *Do you volunteer, too?*

### **Present Progressive**

**A** 1- is knocking, is standing 2- are collecting, are going, are asking, 3- is raining, is blowing  
4- are taking, is sitting, is watching 5- are moving, am packing 6- is spying, is following  
7- are making, am trying 8 am making 9- are sleeping, is working

**B** 1- Where is the girl standing? 2- Is the boy skating? 3- What is the little boy holding in his hand  
4- What is the women on the left looking at?

**C** Accept logical and grammatically correct responses.

### **Mixed practice**

**A** 1-a 2-b 3-a 4-b 5-b 6-a 7-b 8-b 9-a 10-a

**B** 1- feels, has, is behaving, is studying  
2- are, is playing, is enjoying, gets, presses, hears, is smiling  
3- is, is blowing is raining, think, is  
4- Don't, tries, doesn't, manages, Do, am saying, don't  
5- are you watching, are spending, think  
6- make, am playing, don't know, are, don't believe, am preparing, am going

**C** 1- belongs 2- don't understand, wants, Do 3- do ...like, Does ... taste 4- sounds  
5- does ... mean

**D Possible answers:**

- 1- I am leaving, is going
- 2- working/teaching, is working/teaching
- 3- make a lot of noise
- 4- is ringing the bell now, barking
- 5- we are having pizza
- 6- fly over us

**E Answers might include:**

- How do you manage your time? Do you travel to interesting places?  
 How many hours a day do you practice? What are you planning to do next year?  
 Where do you live?

**F** Accept logical and grammatically correct responses.

**G** Accept logical and grammatically correct responses.

**H** Accept logical and grammatically correct responses.

**Talk about it** page 12

Remind students that repeating patterns of questions and answers is a good way to build up speaking confidence in English and so it is important to ask and answer questions in complete sentences. All students should use the bank of verbs, but may also use ideas of their own if they feel they can. You can invite one or two pairs to act out their conversation in front of the class and ask others to record their conversations and send them to you for feedback. This will allow less-confident students to participate fully without having the stress of 'performing' in front of the class yet. Your encouragement will be a key factor in building up that confidence.

Before moving on, students can monitor their vocabulary acquisition with this first self-assessment review in the Workbook pages 25-26.

Review activities B-D in class so students can self-check quickly before they answer the How am I doing? questions, which you should relate to either in class or on an individual basis.

Remind them that these exercises are meant to help them develop their learning skills, and if there are too many words they do not yet recognize, they should talk to you about the time and methods they are using to develop their vocabulary to see how these might be improved. Also mention that it is the time to say if they are having trouble with either present tenses or use of the imperative.

**WORKBOOK** pages 25-26**REVIEW 2**

**A** Individual work.

- B**
1. לנהל את הזמן שלכם יותר יותר טוב / להתנַמּוּ וּתְתַמּוּ בְשִׁכּוּל אֲפֻזל
  2. תכננו את הזמן שלכם קדימה / חֲפּוּטוּ בְרִנָּמַג אֻוֻקָּתְכֶם מְסִבָּא

3. סדרו מטלות לפי חשיבותן / רتبوا המהם وفق أهميتها

4. בצעו מטלות קצרות-טווח / نفذوا المهام قصيرة الأمد

5. אל תדחו מטלות שאינכם אוהבים למועד מאוחר יותר / لا تؤجلوا المهام التي لا تحبونها لموعد متأخر أكثر

6. תבלו עם החברים שלכם / افضوا وقتاً مع أصدقائكم

C

WORD	PART OF SPEECH	MEANING
manage	verb	לנהל / ينظّم, يدير
manager	noun	מנהל / مدير
management	noun	ניהול / إدارة, تنظيم
manageable	adjective	בר-ניהול / مطواع, قابل للإدارة أو التنظيم

D

1. אתה מכאיב לא / أنت تؤلمه

2. הברך שלי כואבת / ركبتی تؤلمني

3. אף אחד לא פצעו / لم يجرحوا أحداً

4. היא לא נפצעה / هي لم تُجرح

5. פגעו בי / أذوني، أصابوني

6. נפגעת / تأذيت، أصبت

E Accept logical and grammatically correct sentences.

**LISTENING A Talk** pages 22-24

<b>SPOKEN RECEPTION</b>
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters especially if clearly articulated
• Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly
<b>SPOKEN INTERACTION</b>
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
• Can exchange opinions, agree and disagree with others, and compare things and people

**A** Students are asked to predict what topics the counselor might talk about. After the listening activity, they will be asked to check if their predictions were correct. At this stage you can ask for a show of hands regarding who chose which topics, and of course, elicit from them what other topics they think a counselor might talk about.

**B** Choose one of the previously suggested ways to have students find meanings that are new to them in the glossary or show the meanings of the word on the board and give them time to copy them down. Draw attention to the fact that conflict as a noun is pronounced with the stress on the first syllable – *conflict*, but when it is used as a verb the stress is on the second syllable – *conflict*.

**C** Possible answers: conflict, confuse, disagreement, disturbing, regret, talk back, hurt, worry.

**D** 1- keep your distance 2- disagreement 3- regret 4- confuse 5- conflict 6- phase  
7- point of view 8- role

**E** 1- care about 2- solve problems 3- sum [it] up 4- be there for 5- understand each other  
6- No matter

**F** Accept logical sentences that show understanding of the words in bold.

In order to help slower-working students, have everyone work with a partner, where each one completes half of each activity on page 27 in the Workbook and then share their answers before they listen to the talk.



**WORKBOOK page 27**

- |          |   |                                      |                                       |
|----------|---|--------------------------------------|---------------------------------------|
| <b>A</b> | 3. לפתור בעיות / יחל משאל                             | 2. שלב / מרחה                        | 1. לשמור מרחק מ / אבץ בעידא (על מראה) |
|          | 6. להיות מוכן לתמוך במישהו / אן יכונ מסעדה לדעמ אד מא | 5. עקבי / מתאיר                      | 4. אי-הסכמה / אחרלף פי הראי           |
|          | 9. מחלוקת / נזאע; צראע                                | 8. לעבור / ימרב ימצי                 | 7. יועץ/צת / מסשאר/                   |
|          | 12. לא חשוב / לא ייהם, לא אס                          | 11. אכפת (ממישהו) / ייהם אמר (אד מא) | 10. לבלבל / יריק                      |

**B** 1-d 2-c 3-e 4-a 5-f 6-b

**C** 1- T 2- F 3- F 4- T 5- F 6- T

## **Listening** page 23

In this first spoken reception activity, stress the usefulness of reading the questions before listening to the talk the first time and give them time to read them silently. Although the questions are given in the course book, students should complete them on page 28 in the Workbook, where they can easily mark their answers as they listen. While they are reading the questions, make sure everyone has opened their workbook so that they do not write in the course book.

### **Transcript:**

Hi, I'm Hanni. I'm a youth counselor at Rabin Junior High. Today I want to talk to you about the teenage years, from two points of view. I believe that seeing both sides of the story, even if it doesn't solve all the problems, will help both parents and teenagers understand each other better.

First, I'm going to talk to the parents. If you are a parent of a teenager, you probably wonder what happened to that cute, polite and well-behaved child you once had. Where did that wonderful little child go, who took his or her place, and why? Who is that stranger who lives in my house and always talks back to me?

That's not a stranger. It's your child! He or she is still there, but now as a teenager. Don't worry! Your teenager is just going through a difficult phase. He is growing up, his body is changing and he sees things differently. He or she asks questions and doesn't always agree with you or obey you.

So what is your role as parents? Most important -- just be there for your child. Be loving and firm and consistent, as you have always been. Don't change just because your children have changed, because that will only confuse them more.

And remember -- the teenage phase doesn't go on forever. It will pass! Try to remember your own days as a teenager, but be careful -- you must understand that the world has changed since then. Your teenager's world is different from the world you knew as a teenager.

Now I want to talk directly to you teenagers. As much as your parents want to understand you, they can't always do so. You teens really know how to make things difficult for your parents, don't you? You think that you and your friends know better and you behave that way too. During this phase of your life it's normal for you to keep your distance from your parents. But remember -- your parents are not AGAINST you. They just care about you. They worry about how you are doing and wonder if you are making the right decisions. , Remember -- friends might leave, but your parents will always be there for you, no matter what you go through.

To sum up, here is something I want to say to both parents and teens: there will be conflicts and disagreements between you, but they are a normal part of growing up. The main thing is not hurt the other person when you are having a disagreement. Hurting only makes things worse and you will regret it later. These difficult times will pass. In the meantime, it's important to keep respecting each other.

**WORKBOOK page 28**

- A**
1. a. parents b. teenagers
  2. b
  3. cute / polite / well-behaved
  4. b, d
  5. consistent
  6. know better than their parents
  7. not to hurt each other

The following activity is best done only after the second listening.

- B**
1. She says it will confuse their children.
  2. They should remember their own days as a teenager.
  3. Accept a variety of responses.

**B** After the second listening, elicit the correct answers and ask students about their predictions prior to hearing the talk.

**Your Take page 24**

Give students time to write down their answer and ask if anyone wants to share what they wrote.

**Talk about it page 24**

In this speaking activity the students have the content, the vocabulary and the sentence structures to conduct a question and answer conversation in correct and fluent English.

You can encourage students to record their conversation on their phone and send to you for comment.

For the post-listening vocabulary practice on page 29 of the Workbook, while stronger students may not need to do activity A, all students should complete activities B and C.

**WORKBOOK page 29**

- A**
- |                |              |
|----------------|--------------|
| 1- role        | 2- no matter |
| 3- grow up     | 4- talk back |
| 5- youth       | 6- directly  |
| 7- phase, pass |              |

**B** Accept logical completions that show understanding of the words in bold.

**C** 1- walk or pass by    2- get good marks    3- go away/disappear